

Linking *Foundations* to the NC Standard Course of Study: **Social Studies**

Foundations: Social Connections (p 48) and Emotional and Social Development (pp 24-26)	NC Social Studies Curriculum: Kindergarten
<p>Children begin to identify, value, and respect similarities and differences between themselves and others (gender, race, special needs, culture, language, history, and family structures).</p> <p>Children begin to understand relationships, roles, and rules within their own families, homes, and classroom.</p> <p>Children begin to develop an awareness of personal uniqueness, regarding themselves as having certain abilities, characteristics, preferences, and cultural identities. (Emotional and Social Development, p 24)</p> <p>Children begin to recognize that they are members of different groups (e.g., family, preschool class, ethnic groups). (Emotional and Social Development, p 24)</p> <p>Children begin to recognize, respect, and accept similarities and differences among people, including people with disabilities and those from varying cultures (E & S, p 26)</p>	<p>COMPETENCY GOAL 1: The learner will investigate how individuals, families, and groups are similar and different.</p> <p>Objectives</p> <ul style="list-style-type: none"> 1.01 Describe how individuals are unique and valued. 1.02 Identify different groups to which individuals belong. 1.03 Examine diverse family structures around the world. 1.04 Recognize that families and groups have similarities and differences. 1.05 Compare and contrast customs of families in communities around the world.
<p>Children begin to participate as a member of the group in a democratic classroom community.</p> <p>Children begin to:</p> <ul style="list-style-type: none"> • show self confidence as they develop abilities and potential; • demonstrate persistence with challenging activities; • show a can-do attitude; • demonstrate increasing competence in regulating, recognizing, and expressing emotions verbally and non-verbally; • use pretend play to express thoughts and feelings; • enjoy playing alone or near other children; • develop skills for coping with adversity and change; • express and manage anger appropriately; • approach others easily with expectations of positive interactions; • recognize the classroom as a caring community in which members take care of property, respect the rights of others, and keep one another safe. 	<p>COMPETENCY GOAL 2: The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.</p> <p>Objectives</p> <ul style="list-style-type: none"> 2.01 Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other social environments. 2.02 Participate in democratic decision making. 2.03 Describe the importance of rules and laws. 2.04 Analyze classroom problems and suggest fair solutions.
<p>Children begin to observe and talk about changes and themselves and their families over time.</p>	<p>COMPETENCY GOAL 3: The learner will recognize and understand the concept of change in various settings.</p> <p>Objectives</p> <ul style="list-style-type: none"> 3.01 Observe and describe how individuals and families grow and change. 3.02 Evaluate how the lives of individuals and families of the past are different from what they are today. 3.03 Observe and summarize changes within communities. 3.04 Recognize changes in the classroom and school environments.

<p>Children begin to demonstrate awareness of different cultures through exploration of customs and traditions, past and present</p>	<p>COMPETENCY GOAL 4: The learner will explain celebrated holidays and special days in communities.</p> <p>Objectives</p> <p>4.01 Explore how families express their cultures through celebrations, rituals, and traditions.</p> <p>4.02 Identify religious and secular symbols associated with famous people, holidays, and special days of diverse cultures.</p> <p>4.03 State reasons for observing special, religious, and secular holidays of diverse cultures.</p>
<p>Children begin to make sense of their physical, biological and social by asking questions and engaging in pretend play</p> <p>Children begin to identify characteristics of the places where they live and play and the relationships of those places to one another</p> <p>Children begin to explore, think about, inquire, and learn about the people in their classroom and community</p> <p>Children begin to recognize and identify the roles of community helpers.</p>	<p>COMPETENCY GOAL 5: The learner will express basic geographic concepts in real life situations.</p> <p>Objectives</p> <p>5.01 Locate and describe familiar places in the home, school, and other environments.</p> <p>5.02 Create and interpret simple maps, models, and drawings of the home, school, and other environments.</p> <p>5.03 Describe the functions of places in the home, school, and other environments.</p> <p>5.04 Recognize and explain seasonal changes of the environment.</p> <p>5.05 Identify and state how natural and human resources are used within the community.</p>
<p>Children begin to participate in activities to help others in the community</p>	<p>COMPETENCY GOAL 6: The learner will apply basic economic concepts to home, school, and the community.</p> <p>Objectives</p> <p>6.01 Distinguish between wants and needs.</p> <p>6.02 Examine the concept of scarcity and how it influences the economy.</p> <p>6.03 Identify examples of how families and communities work together to meet their basic needs and wants.</p> <p>6.04 Give examples of how money is used within the communities, such as spending and savings.</p> <p>6.05 Explore goods and services provided in communities.</p>
<p>Children begin to understand the uses and roles of various forms of technology (Foundations, Scientific Thinking & Invention, p. 46)</p> <p>Children begin to understand that people communicate in many ways including through gestures, sign language, facial expressions, and augmentative communication devices</p>	<p>COMPETENCY GOAL 7: The learner will recognize how technology is used at home, school, and the community.</p> <p>Objectives</p> <p>7.01 Identify different types of media and forms of communication.</p> <p>7.02 Explore modes of transportation at home and around the world.</p> <p>7.03 Describe functions of computers and other electronic devices used in the home, school, and other environments.</p>